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ABSTRACT

A study was undertaken to develop ways to internationalize the curricula of universities in a cost effective manner that will result in a recommended interdisciplinary studies program. An examination of the development of trade in the United States and the changing role and scope of higher education noted a golden age of higher education and peak in interest in international education after the Second World War followed by decades of change and turmoil with international education goals stagnating. A review of studies of international education conducted since the mid-1970s found that many universities present glowing pictures of their programs and impact while other studies are less optimistic and call for greater emphasis on international studies. The study found that ways to internationalize higher education institutions include redesigning course and textbooks and involving the faculty in including international angles in their courses, adding international studies survey courses to the core curriculum, developing interdisciplinary minor areas of study to complement international majors, and expanding existing interdisciplinary programs. A 14-item bibliography is included. (JB)

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YESTERDAY'S HOME RUNS DON'T COUNT IN TODAY'S BALLGAME...
OR, THE NEED TO INTERNATIONALIZE INSTITUTIONS
OF HIGHER EDUCATION

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INTRODUCTION

Many institutions of higher education today offer little to prepare students for life in a global society. Curriculum offerings tend to be predominately oriented to the late 1960s. As one examines the role and scope of higher education there appears to have been a tendency to adapt the curriculum to the business and social needs of a domestic society, rather than the dynamics of the world economy and social system. The worldwide political changes of the last two years have created an urgency for immediate revisions in the curriculum to one more appropriate for preparing the student to function in a global society. Unfortunately, this need for change comes at a time when resources of most universities, both public and private, are severely restricted, thus making the possibility of new programs almost an impossibility.

PURPOSE OF STUDY

It is the purpose of this study to develop ways of internationalizing the curricula of universities in a cost effective manner, that will result in a recommended interdisciplinary studies program.

METHODOLOGY

An examination of the literature will be made in areas of curricula, international studies and reports, interdisciplinary studies, the changing role and scope of institutions of higher education in the United States, and the development of merchandise trade position in the United States. The order of presentation

will briefly explore the history of U.S. trade followed by the changing role and scope of higher education, exploration of studies, and conclude with ways of internationalizing institutions of higher education.

HISTORY OF U.S. TRADE

Explorers who came to America were interested in seeking new sources of gold and silver. Most of these riches were found in Mexico, Central and South America. The geographical area now known as the United States (U.S.), initially thought to be lacking in gold and silver, was important to Europe because of its vast natural resources. Among the first products exported to Europe were tobacco and lumber. The trade restrictions placed on the colonies by the British was one of the leading factors leading to the Revolutionary War.

From 1789, during the period of the Napoleonic Wars, and 1804, foreign trade flourished in the U.S. From 1804 to 1830, with the exception of the three years following the War of 1812, trade and economic conditions were depressed. From 1830, foreign trade increased steadily, paced by cotton exports until 1873, except for the Civil War years. During the 1870s agricultural products increased in importance.

It is noteworthy that since the mid 1870s the balance of trade in the U.S. shifted from an excess of merchandise imports, or unfavorable condition which had existed more or less regularly as far as records go, to an excess of merchandise exports or favorable condition. This favorable balance of trade continued through 1970

except for four years. From 1971, excepting for 1973 and 1975, the U.S. had continually experienced an unfavorable balance of trade each year to the present. After nearly a century of favorable merchandise trade balances, it is of great concern to see an extended seventeen year period of unfavorable balances. It is possible that higher education's concern with the problems of the U.S. domestic society as opposed to its position in the world economy may have contributed to these problems [1].

THE CHANGING ROLE AND SCOPE OF HIGHER EDUCATION

Higher education in the United States began with the founding of Harvard in 1636. Much of the purpose of the college was to maintain the culture brought from England. Personal development at this time was believed to result from studies of the classics and attention directed to religious and moral training. Hebrew and other languages were being offered by 1640.

During the revolutionary period of the eighteenth century the purposes of education were influenced by the need to educate all citizens in order that they might function in a democratic society and be educated for leadership roles. As the United States began to industrialize in the nineteenth century, the goals of higher education became more economically oriented. Studies of the crafts, vocations and industries as part of a curriculum of higher education were first adopted. In the latter part of the century classical and religious studies gave way to the modern college with the direction shifting to university research and training for new professions and occupations. The first Morrill Act of 1863,

resulted in the establishment of land grant colleges which would teach agricultural and mechanical knowledge. Soon after, the U.S. shifted from an importing nation to an exporting nation.

As the U.S. entered the twentieth century the transition from a developing nation to a developed nation becoming a contender for world power. However, the curriculum continued its emphasis on science and the industrial process with limited attention to global concerns. Like the nation, the period of the 1930s found higher education in a state of economic depression. The goals of higher education shifted to matters of individual concern and studies of a social and regulatory nature. Studies to be presented later suggest that the nation was culturally unprepared for World War II.

Following World War II the Presidents Commission on Higher Education issued its report in 1947 identifying the major goals of higher education. In addition to education for all, these goals included education for a better nation and a better world and the need for a social role change from a curricula devoted almost exclusively to American-West European studies to one that embodied studies of the whole of mankind. This was the golden age of higher education in the U.S., both in enrollment, funding, and in broad curriculum offerings.

This golden age was not to last as student unrest and tensions on campus caused withdrawal of many financial resources. Open admission policies and an unstructured curricula diminished the quality of the degree in the minds of many. Change in the curricula did occur in the early 1970s and was directed towards

social problems and influenced by the Department of Health, Education and Welfare (HEW) more so than other sources since the HEW controlled substantial funds available to higher education. Some emphasis was shifted toward careers. It was at this point in the early 1970s that the curriculum of institutions of higher education tended to stagnate. As the U.S. world economic influence began to diminish, and trade balances turned negative, little change has been made toward internationalizing the curricula for a global community even though numerous studies have indicated the need for a move in this direction.[2]

It appears that until very recently our attitude toward the rest of the world is to be independent of it, and yet where our interests were concerned we wanted to dominate it. If we could not dominate it we wanted to withdraw.[3]

SPECIAL STUDIES

Numerous studies relating to international studies have been conducted since the mid 1970s. Many universities present glowing pictures of their programs, centers, and impact. On the other hand, other studies are less optimistic in the need for greater emphasis in international studies.

American Council on Education

Studies by the American Council on Education revealed that only three percent of all undergraduates are enrolled in a course with an international focus. This 1975 report suggests that undergraduate students are going through their college careers without exposure to any non-American experience.[4]

President's Commission

In 1979 the President's Commission on Foreign Language and International Studies explored the international studies problems in greater detail. Generally, a positive need was found to address language and culture problems to assure that bilingual programs, language instruction, and ethnic and area studies be integrated in both approach and application. Responses from university and college presidents indicated that an international studies component be included in every course of study at the undergraduate level. The report indicates that this strategy of international infusion into all aspects of the curriculum had been accepted by the American Assembly of Collegiate Schools of Business (AACSB), the professional and accreditation agency for schools of business.

Additionally, the President's Commission found enrollments in foreign language courses continued to decline from 24% of annual enrollment in 1970 to 18% in 1974, and an estimated 15% in 1978. This is less than one-half of the foreign language student enrollment of 1915. While this and other studies suggest the need for foreign language as a part of the university degree, still other studies maintain foreign language to be unnecessary. All studies tend to show the value of the cultural emphasis that is generally provided by language courses. However, studying a foreign language is similar to metric education; they are good ideas; however, both have failed to develop a public advocacy and base of support.[5]

American Association of State Colleges and Universities

The 1981 study by the American Association of State Colleges and Universities (AASCU) of 264 member institutions found five categories or levels of internalization among its membership. The two lower levels offered little or no offerings, and less than a minor, in any international activity. Over 50% of the institutions were in this category. The third category offered a minor in some area, plus other indications of interest, while the fourth and fifth categories offered considerably more interest in one or more majors, plus an office for international programs. Comparison with data collected in 1976 showed movement of institutions from the lower category one level to the category two; however, there was no upward movement from the two lower levels to the three upper level categories, indicating limited interest in international studies.

Much of the balance of the AASCU study was devoted to methods in internationalizing the curriculum. Options considered included the infusion of disciplines, especially non-western materials; comparative studies approaches; issue-oriented approaches; area and civilization studies; intercultural communications; international developments studies of human and material resources; and the international studies major or minor. All options are not appropriate for every institution. Decisions are naturally based on the objectives or missions of the institution and the institution's resources. Additionally, the more extensive international program offerings tend to depend on outside sources for funding. External funding for international studies went

through a series of financial crises during the 1970s and 1980s with future support not showing much improvement. It appears that the public interest and support has been gradually declining since the mid 1960s. This lack of interest continued during the Vietnam War period and has remained at a low point ever since.

Comparative Studies

Comparative studies programs including economic, political, marketing and educational systems can deepen the understanding of one's own society as well as that of the foreign system. Description of what others are doing can assist us in our own planning and understanding that problems may or may not be unique to a given society. "One of the most difficult problems of the comparative method is ethnocentrism. This is the fault of looking at the world primarily from the point of view of the observer's own culture and values." The problem frequently appears when observing the transformation of a society in transition from a traditional to one of modernization--or moving from the undeveloped to a developing nation.[7]

International Studies Association

Consortiums are often beneficial in terms of resolving problems, establishing new directions and obtaining grants for common purposes. This is exemplified by the Northwest International Educational Association, a consortium of 40 colleges and universities which has obtained grants to implement curriculum revisions and to resolve conflict between two year and four year institutions. Additionally, the consortium has gained the support

of administrators and sponsored training programs and summer institutes.[8]

Cultural Literacy

Cultural literacy is said to be the possession of basic information needed to function in a modern world. The extent of this information is vast when considered from a global viewpoint and ranges from history to sports to the sciences.

Hirsch and others have developed a preliminary list of over sixty double-columned pages of words, terms and phases that literate Americans should know. Most consultants reported agreement on over 90 percent of the items listed. The authors suggest an extensive curriculum arranged in a definite sequence for accomplishing cultural literacy. Additional emphasis should be placed upon an explicit national vocabulary being incorporated into textbooks with less emphasis on skills.

While this approach may be helpful in accomplishing cultural diversity among American students, it is lacking in accomplishing understanding in the multi-cultural global society of today. Some authors suggest that the higher education curricula move toward a contemporary cultural approach in order to avoid the traditional profile of ethnic groups which are inappropriate in today's world. To meet the needs of a global economy and economic growth, it is essential that a higher level of multi-cultural global literacy be developed.[9]

California Post Secondary Education Commission

The California State Legislature commissioned a report to determine what role the state's community colleges, California State University and the University of California should play in developing an understanding of Pacific Rim countries and to develop long term strategies to increase the state's effectiveness in this area. The report emphasizes the need for Pacific Rim specialists for curriculum and staff development, scholarly exchanges, computer exchanges of information, and the installation of satellite dishes for communication and teleconferences. Additionally, in the area of program changes and exchange programs the Commission recommended (1) incorporation of Pacific Rim components in introductory general education and occupational courses; consideration of associate degree programs in Pacific Rim and/or foreign languages; consolidation of existing courses and development of new ones in regional studies; and expansion of existing study-abroad programs with rigorous guidelines.[10]

National Governors Association

At the state level, the National Governors Association study of the effects of globalization on state economies provided an agenda for action in support of higher education. Unfortunately, the support came at a time when the state budgets were and continue to be economically depressed. However, a strengthening of the study of foreign languages, increasing participation in study abroad programs, and integrating an international dimension to all major study areas were recommended.[11]

Eastern Michigan University

There appears to be little agreement about the design of a civilization component in language for business. Leonard Rahilly believes a curriculum focusing on contemporary civilization carries more immediate meaning when emphasis is placed on national values and social forces. This emphasis can be reinforced by including the use of international students as classroom resources, the use of foreign films as a medium for cultural study, and the use of foreign news papers and magazines.[12]

Most universities have both radio and television stations with open program time. These unused segments are most useful for presentations with an international focus, ie., music, drama and general cultural studies. Adequate supplies of video and tape are available at little or no cost. These activities aid in internationalizing the entire campus.

Interdisciplinary Studies and Connecticut College

Interdisciplinary studies offer the advantages of flexibility as well as high degrees of specialization tailored to the student's needs. International studies can be pursued while working toward any degree and at any level of study. A major and/or minor emphasis can be combined with other areas of study at the undergraduate, masters and doctoral level.

Since funding for new programs is limited and approval by governing and state coordinating boards difficult to attain, it is often possible to convert an existing program into an interdisciplinary studies program without addition funding and with

minor difficulty in gaining approval by governance organizations.

Clair Gaudiani, the new President of Connecticut College, helped create the University of Pennsylvania's Lauder Institute for Management and International Studies. This institute fused business administration, foreign language, and area studies into a graduate education program that has become a prototype for other institutions. President Gaudiani has developed an undergraduate interdisciplinary studies program at Connecticut College featuring both a major and a minor offering and including an International Studies Certificate Program.

A very ambitious minor is offered in African studies, anthropology, chemistry, Chinese, classical civilization, film studies and other offerings found at many universities. The International Studies Certificate Program enhances a liberal arts education by attaining competency in a foreign language and using that language in an internship and study abroad. The program consists of four main components: (1) a core of courses, (2) language proficiency, (3) internship abroad, and (4) integrative seminars in a forum for senior level students to report on their areas of study, projects and internships.[12]

The program's objectives tend to summarize the rationale for institutions of higher education to internationalize their programs and curricula. These objectives provide "opportunities for students to gain the following:

1. An introduction to the dynamics of modern global society.

2. An international perspective that complements the major field.
3. An appreciation and understanding of the values and behaviors of societies other than the United States.
4. 'Advanced' or 'superior' proficiency in a foreign language.
5. Knowledge and understanding of a social or cultural setting in which that language is used."[13]

WAYS OF INTERNATIONALIZING INSTITUTIONS
OF HIGHER EDUCATION

Redesigning Courses and Textbooks

The first step toward internationalizing higher education lies with the faculty. It is essential that individual courses be redesigned to explain how international relationships are explored throughout the course. Additionally, many studies as well as accrediting association reports suggest that faculty write and select textbooks that have international concepts integrated throughout the text discussion. Most marketing texts provide a single chapter toward the end of the text devoted to international marketing. Other texts offer examples on international topics.

Probably, the first basic marketing textbook to be fully internationally integrated has just been released by Boone and Kurtz. Their seventh edition of Contemporary Marketing has taken a truly global perspective with hundreds of international examples sprinkled throughout the text. A picture of a globe in the page margin identifies the major international examples.[14]

Some universities are considering changing courses such as the typical Introduction to Business course to an Introduction to International Business Course. A change of course title is generally much easier to accomplish than adding a totally new course to the inventory.

Survey Courses as Part of the Core

A step forward is to add one or two international studies courses to the core curriculum and to the general requirements for a degree at each level of study: bachelor, masters or doctorate. These would be broad based culture and issue oriented courses involving several disciplines of study. Others suggest that this be expanded to a "block" type of approach at the undergraduate level by adding two upper level or advanced courses in specific disciplines of the student's choice of major. The "block" approach provides flexibility to the student and can be accomplished by the use of electives in some cases.

The Minor Emphasis

Additional emphasis can be provided through the development of a minor in several different disciplines, such as business, economics, political science, sociology, or others. This provides for a greater depth of expertise in an international specialization to supplement the student's major emphasis. Approval of this type of minor approach is generally not difficult when a major in the discipline of study already exists.

What is likely more difficult to secure approval from governance authorities is the interdisciplinary minor where a

student is permitted to select courses, with prior approval, from among several disciplines of study. This approach provides less specialization but is suggested by many as providing a greater perception in understanding global problems.

The Major Course of Study

The offering of a major in one or more disciplines of study follows the same approaches as the minor, only more extensive. In the current economic recession, in most states and academia, universities would probably find it difficult to secure approval for major courses of study in disciplines where the major emphasis does not presently exist. If one or two courses of study exist and additional majors are desired, it might be easier to seek approval to convert one of the majors in business, social sciences, or humanities, for example to an interdisciplinary degree. In this manner, approval is generally more easily attained, and it is possible to develop a major course of study for the student in virtually any discipline. Flexibility is also provided for multidisciplinary studies.

Existing Interdisciplinary Programs

Many universities have interdisciplinary studies programs already functioning at both the undergraduate and graduate levels of study, particularly within colleges of education. Also, many liberal arts colleges offer similar programs at the graduate level in humanities. These programs can be easily expanded across disciplines with limited effort and little opposition by governance organizations. Approval of new doctoral programs is a difficult

task; however, since the programs of study are frequently individually tailored to the student and require competence in several areas of study, it is possible for existing doctoral programs to be expanded to become interdisciplinary in nature. A few colleges of education have taken the initiative in this interdisciplinary approach, not so much for international studies as for crossing disciplines where needed. It would appear these programs could easily include international studies as well.

SUMMARY

This study describes the growth and development of U.S. merchandise trade and its relationship to the type of studies offered at institutions of higher education. It appears that the role and scope of institutions of higher education influenced and supported merchandise trade. In fact, the curricula emphasis tended to fuel the rapid growth of foreign trade in the mid-1870's that continued for a hundred years. As the changes in the curricula began to stagnate in the late 1960's, offering little to support the activities of foreign trade, this merchandise trade balance became unfavorable and has remained that way. Most studies since 1975 suggest that a greater emphasis be placed on foreign languages and cultures. In keeping with these studies, this paper identifies ways of internationalizing institutions of higher education beginning with how faculty can redesign courses and text books and ending with proposed interdisciplinary studies programs

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